



**SAVITRIBAI PHULE PUNE UNIVERSITY**  
(Formerly University of Pune)

**Master of Library & Information Science (M.Lib. I.Sc.)**  
**Syllabus**  
(One Year – Professional Post Graduate Degree)

**As per NEP-2020**  
**Syllabus**

**Revised Syllabus will be implemented with effect from the  
academic year 2024-2025 onwards**

**Faculty of Inter-Disciplinary Studies**  
**Savitribai Phule Pune University, Pune -05**

<b>1</b>	<b>Name of the Program</b>	<b>Master of Library &amp; Information Science (M.Lib. I.Sc.)</b>
<b>2</b>	<b>Program Code</b>	MLISc-PG (ONE YEAR)
<b>3</b>	<b>Program Abbreviation</b>	MLISc-PG
<b>4</b>	<b>Program Level (PG/ UG/ PG Diploma/ Diploma/ Certificate etc.</b>	Level 9: Master Degree ( NHEQF)
<b>5</b>	<b>Subject</b>	Library and Information Science
<b>6</b>	<b>Name of the Faculty</b>	Faculty of Interdisciplinary Studies
<b>7</b>	<b>Name of the Board of Study</b>	Board of Library and Information Science (Ad-Hoc)
<b>8</b>	<b>Name of the Department</b>	Library and Information Science
<b>9</b>	<b>Assessment Type</b>	University & College Assessment
<b>10</b>	<b>Examination Type &amp; Paper Pattern</b>	Semester (50-50) (Theory & Practical)
<b>11</b>	<b>Separate Passing</b>	Yes
<b>12</b>	<b>Program Type</b>	Professional
<b>13</b>	<b>Program Duration</b>	2 Semester ( 1 Year)
<b>14</b>	<b>Program Description</b>	<p>The interdisciplinary professional degree programme aims at preparing the skilled workforce to work in the rapidly changing information environment to meet the user requirements following the professional values and principles, innovative practices and preparing the student to meet information needs of the society and active service leaders.</p>
<b>15</b>	<b>Program Objectives</b>	<ul style="list-style-type: none"> <li>● Imparting education &amp; training for advanced skills of information and knowledge gathering, organizing, and processing for retrieval.</li> <li>● Inculcate managerial skills for planning &amp; management of LICs.</li> <li>● Provide understanding of ICT application in information environment.</li> <li>● Impart the advanced and practical knowledge of Content Management tools and system.</li> </ul>

16	<b>Program Outcome</b>	<ul style="list-style-type: none"> <li>● Will be able to retrieve information using advance search techniques.</li> <li>● Consolidate and repackage information and create information products</li> <li>● Will be able to apply all functions of management in libraries</li> <li>● Development of skills in planning and implementation of library automation</li> <li>● Apply tools for creating content</li> </ul>
17	<b>Total Credits (Minimum and Maximum Credits)</b>	22 Credits- I Semester + 22 Credits- II Semester Total – 44 Credits
18	<b>Intake Capacity (One Batch)</b>	10
19	<b>Medium of Instruction</b>	English
20	<b>Medium of Examination</b>	Marathi/English
21	<b>External Students Admission</b>	This course is not open to external students. <b>Only full time regular students are eligible for this course</b>
22	<b>Age Limit (if required)</b>	Not Applicable
23	<b>Eligibility</b>	B.Lib.I.Sc (Post Graduate Diploma) graduate from Savitribai Phule Pune University or any other recognized University with minimum 120 Credits from 1-year / 2-semester. B.Lib.I.Sc degree with not less than 40 % for reserve and 45% for open candidate will be eligible to take admission for M.Lib. I.Sc at level 9 on the NHEQF.
24	<b>Attendance</b>	Minimum attendance for each semester is 75% of the total number of Theory, Tutorial, Practical, Seminar, and Group Discussion periods etc
25	<b>Jurisdiction</b>	Savitribai Phule Pune University's affiliated Colleges where Master of Library and Information Science (M. Lib. I. Sc.) course is conducted. Presently the course is conducted in the following colleges - i. H.P.T. Arts & R.Y.K. Science College, Nashik
26	<b>University terms</b>	For the award of Master of Library & Information Science (M.Lib. I.Sc.) a candidate should fulfill the following conditions: i. He/She shall have kept two terms for the Degree Course in Library & Information Science conducted by the Savitribai Phule Pune University, Pune and ii. He/She shall have completed the prescribed course to the satisfaction of the concerned Head of the Department. <b>The student, who fails in internal examination, shall have to take fresh admission for the course.</b>

## EXAMINATION RULES

(CA = Continuous assessment and ESE (ETE) = End of Semester (Term) Examination)  
The system of evaluation will be as follows: Each **CA (Continuous Assessment)** and **ESE (ETE) (End of Semester (Term) Examination)** will be evaluated in terms of marks. The marks for CA and ESE (ETE) will be added to convert into a grade and later a grade point average. There is no grade independently for CA or ESE (ETE).

1. A student cannot appear for the semester end examination unless he/she has maintained 75% attendance during the teaching period of that course. If a student fails to maintain attendance up to 75%, at the time of filling of examination forms, an undertaking from the student should be taken stating that he/she will be allowed to appear for examination subject to fulfillment of required attendance criteria during the remaining period of teaching of the course.
2. Each credit will be evaluated for 25 marks.
3. Each course will have -
  - A. 50% of marks as semester-end examination of minimum 30 minutes to maximum 45 minutes per credit and
  - B. 50% marks for internal (i.e. in-semester) assessment.
4. To pass a course, the student has to obtain forty percent marks in the semester-end assessment examination and fifty percent in-semester assessment.
5. If a student misses an internal assessment examination, he/she will have a second chance with the permission of the Head of the department concerned. Such a second chance shall not be the right of the student; it will be the discretion of the Head of the department concerned to give or not to give a second chance to a student to appear for internal assessment.
6. Internal marks will not change. A student cannot repeat internal assessment. In case he/she wants to reappear for the internal assessment he/she can do so only by registering for the said courses during the semesters in which the courses are being conducted.
7. There shall be revaluation of the answer scripts of semester-end examination but not of internal assessment papers as per Ordinance no 134 A and B.
8. While marks will be given for all examinations, they will be converted into grades. The semester end and final grade sheets and transcripts will have only grades and grade points average.
9. A student shall be admitted to the examination for M. Lib. I. Sc. programme if:
  - i. He/ She has necessary attendance in each semester.
  - ii. He/ She has satisfactorily completed the prescribed programme of Practical Work, Seminars, Tutorials and assignments.

\* A candidate who fails and reappears for the Examination as Ex-Students shall be entitled to have the marks previously assigned to him/her by the Head of the Department of Library and Information Science for the record of practical work. These marks will be carried forward in respect with his/her subsequent performance of the examination. In case, however, the candidate joins the programme again as a regular student, he/she shall have to do the record of Practical work afresh.

### ATKT Rules:-

1. An applicant who has passed Semester I shall be eligible for admission to Semester II subject to ATKT rules.
2. Reappearing candidate shall be awarded the actual class based on total marks obtained in the re-examination.

## Mechanism of Credit Systems:

Credit is a kind of weightage given to the contact hours to teach the prescribed syllabus, which is in a modular form. Normally one credit is allotted to 15 contact hours. The paper wise instructional days with a norm of 4 contact hours per week per paper will be of 120 days. That is 60 days or 60 contact hours per paper shall be completed during each semester session. By converting these contact hours into credit at the rate of 15 contact hours for each subject, there will be 4 credits allotted to each paper.

## Standard for passing the examination:

- 1) In order to pass in a theory paper, a candidate shall have to secure 40% marks in each theory paper and in order to pass in each head other than theory papers; the candidate has to obtain 40% marks in each head of passing.
- 2) A Candidate can claim exemption for each theory or practical paper, if he/she secures 40% marks in theory or practical paper.
- 3) The Candidate shall be declared to have passed in the examination in Pass Class, if he/she passes the examination with minimum 40% aggregate marks.
- 4) In order to secure a Second Class, a candidate shall have to secure at least 50% aggregate marks or more marks.
- 5) In order to secure a First Class, a candidate shall have to secure at least 60% aggregate marks or more marks.
- 6) In order to secure a First Class with distinction a candidate shall have to secure at least 70% aggregate or more marks.
- 7) The class will be awarded on the aggregate total marks of semester I and II semester.

If a candidate fails in the final result he/she will be held over to the consecutive examinations thereafter.

For passing the M.Lib.I.Sc. Examination a candidate shall have to secure:

1. Minimum 40% marks in each theory paper
2. Minimum 50% marks in each practical.
3. Minimum 50% marks in Research Project and Dissertation.

The M.Lib.I.Sc degree will be awarded to students who complete a total of 44 credits in a year by completing an average 22 credits per semester.

**Conversion of Marks into grades:** The marks obtained by a candidate in each paper or practical/ CIE (Out of 100 or any fraction like **50 +50** shall be converted into grades on the basis of the following table:

Marks Obtained	Grade	Description	Grade Point
100-80	O	Outstanding	10
79-70	A+	Excellent	9
69-60	A	Very Good	8
59-55	B+	Good	7
54-50	B	Above Average	6

49-45	C	Average	5
44-40	P	Pass	4
39-0	F	Fail	0
0-0	AB	Absent	0

Final Grade for Award of Final Degree:

Symbol	Final Grade
9.00-10.00	O
8.50-8.99	A+
7.50-8.49	A
6.50-7.49	B
5.50-6.49	B+
4.25-5.49	C
4.00-4.24	P
0.00-3.99	F

### **Scheme for B Plus/ Improvement of Class-Revised Rules**

Persons who hold a pass or Second Class at the M. Lib. and I. Sc. and who wish to improve their class to secure B + Class , shall be allowed to do so as per the provisions of the following rules:

1. The concession to reappear will be available only to : a] The holders of the Master's degree of this university.
2. Persons holding, M. Lib. and I. Sc. degree of this University in the Pass Class or Second Class and desirous of re-appearing for the same examination for improvement of class shall be given three chances to do so within a period of three years from his/her first passing the said examination in the Pass Class or Second Class.
3. A candidate intending to re-appear at the M. Lib. and I. Sc. Examination under these rules shall be allowed to do so without keeping fresh terms.
4. A Candidate intending to re-appear for M. Lib.and I. Sc. examination of this university under these rules shall be governed by the rules and regulations relating to the courses and syllabi which may be prescribed by the university authorities. It is entirely the responsibility of the candidate to ascertain that the papers he/she chooses are a part of a syllabus in force and are actually taught for the said examination.
5. A candidate is required to get his/ her name registered as an external student by submitting the prescribed registration form along with the necessary Certificates and fees within the prescribed dates under this scheme.
6. The result of the candidate appearing for M. Lib. and I. Sc. Examination under the class he/she possesses. The marks obtained by the candidate whose class is not improved will be made known to him/her on request and on the payment of prescribed fees. So also, the statement of marks for his/her examination will be issued on payment of prescribed fees.

7. The answer-books of the candidate appearing for this scheme can be verified and re-valued, as per University rules.
8. A candidate re-appearing for the M. Lib. and I. Sc. examination under these rules, and obtaining B+ Class shall not be eligible to appear again for the same examination in the same subjects or subject for securing a class higher than the B+.
9. A candidate passing any of the postgraduate examinations mentioned above under these rules shall not be eligible to receive any prizes, scholarships etc. instituted by the University and he shall also not be entitled to a merit certificate from the University
10. If a candidate is unable to get a higher class under this scheme, his/ her previous performance in the corresponding examination shall hold good.
11. A Candidate who improves his/ her class under this scheme shall have to surrender his / her 'Pass Class Degree Certificate' to the Savitribai Phule Pune University. In the absence of this the Degree under the "Improvement of Class Scheme" will not be conferred on him/ her.

**Note:**

- 1) The Examination Reforms regarding matters pertaining to Examinations of the University shall be made applicable as per the policy of the University. Information regarding the same shall be notified as and when Examination Reforms are made effective.
- 2) The pattern of question papers will be as per the rules and regulations of the University. The following shall be the papers prescribed for the Examination

MLISc-PG  
Structure of M.Lib. I.Sc. Programme (One Year)

	SEMESTER ONE					Teaching Hours/Week (48 Mins)		
Course Code	Title of the Course	Type of Course	Internal Marks	External Marks	Credits			
ML – C11	Knowledge Organization: Advance Theory	Core Theory	50	50	4	4	-	1
ML – C12	Information Storage & Retrieval	Core Theory	50	50	4	4	-	1
ML – C13	Information and Communication Technology Application in LIS-Theory	Core Theory	50	50	4	4	-	1
ML – C14	Information and Communication Technology Application in LIS-Practical	Core Practical	25	25	2	-	2	-
ML – RP	Research Project – Dissertation - Part -1	RP	50	50	4	-	4	1
ML – ET (Any One)	A. Laws and Legislation related to Library	Elective Theory	50	50	4	4	-	1
	B. Reader’s Advisory Service							
Total			275	275	22	27		



	SEMESTER TWO					Teaching Hours/Week (48 Mins)		
Course Code	Title of the Course	Type of Course	Internal Marks	External Marks	Credits			
ML – C21	Management of Library & Information Centres	Core Theory	50	50	4	4	-	1
ML – C22	Web Content Management System-Theory	Core Theory	50	50	4	-	4	1
ML – C23	Content Management Practical	Core Practical	50	50	4	-	4	1
ML – RP	Research Project – Dissertation - Part -2	RP	50	100	6	-	4	2
ML – ET (Any One)	A. Information Sources and their use in Social Sciences	Elective Theory	50	50	4	4	-	1
	B. Information Users & Needs							
Total			250	300	22	26		

### M.Lib.I.Sc Workload

#### I) Core Theory Papers

Five lectures of 48 minutes per theory paper per week

**No. of theory papers= 05**

**No. of lectures per paper per week= 5**

**Workload of theory papers= 5x5= 25 lectures**

#### II) Core Practical Papers

Five lectures of Practical of 48 minutes per practical paper per week

**(Note: For Practical papers each batch shall have 15 students.)**

**No. of Practical Papers = 2**

**No. of lectures per paper = 5**

**Workload of practical papers One Batch = 2x5 = 10 lectures**

#### III) Elective Theory Papers

Five lectures of 48 minutes per theory paper per week

No. of theory papers= 02

No. of lectures per paper per week = 5

**Workload of elective theory papers =  $2 \times 5 = 10$  lectures**

**IV) Research Project - Dissertation (Part- 1&2)**

Eleven lectures of 48 minutes per theory paper per week

No. of lectures per paper per week = 11

**Workload of RM theory papers =  $1 \times 11 = 11$  lectures**

Total Workload for Two Batches is 70 Lectures of 48 Minutes.

(25 Core theory lectures + 10 Core Practical lectures + 10 Elective Theory + 11 Research Project - Dissertation = 56 Lectures per week)

**Note:** Each theory course requires 60 hours for teaching. Teachers should engage one (01) Lecture every week for each course for conducting tests, assignments, seminars/presentations, discussion/round table, tutorial, brainstorming session, case studies, and any other activities to be conducted for continuous evaluation and internal examination. The Actual lecture he held for each course would be five per week (Four Hours direct teaching and one hour for internal assessment= total Five lectures per week).

## **SEMESTER ONE**

### **ML-C11 Knowledge Organization: Advance Theory**

#### **Aim:**

- 1.To emphasize the importance of organization of knowledge and information sources and introduce them to students with the technique of Cataloguing.**
- 2. To introduce the theory of classification**

#### **Objectives:**

- 1. To impart skills of Cataloguing theoretically.**
- 2. To teach the fundamentals, various concepts, theories & principles in cataloguing.**
- 3. To introduce various concepts, & principles of classification.**

### **Unit - 1 Normative Principles of Classification & their application**

#### **1.1 Postulation Approach: canons and postulates**

##### **Canons of Classification**

Postulates: fundamental categories, principles for facet sequence, rounds and levels, phase relations, systems and specials, three planes of work

#### **1.2 Species of Classification Schemes: Enumerated, Faceted – characteristics and examples**

#### **1.3 Universal Decimal Classification: Brief history, structure, features, common and special auxiliaries, notation, index, merits and demerits, maintenance & revision.**

### **Unit 2: Current Trends**

#### **2.1 Relation between Classification and Indexing**

#### **2.2 CRG, FID-CR, ISKO, Simple Knowledge Organization Systems (SKOS)**

#### **2.3 Automatic Classification**

#### **2.4 Taxonomies and Folksonomies**

### **Unit 3 : Subject Cataloguing**

#### **3.1 Subject Cataloguing : concept and importance**

#### **3.2 Tools and techniques in deriving subject headings and Chain Indexing**

#### **3.3 Subject heading list and their features**

#### **3.4 Natural Language Processing**

## **Unit 4 Standardization in description and Bibliographic Exchange Format**

4.1 Standard codes of cataloguing : history

4.2 Bibliographic Standards – Introduction ISBD, CCF, MARC 21, CCF, UNIMARC, Dublin CORE, RDA, FRBR, BibFrame

4.3 Metadata; Meaning, Purpose, Types and Use

4.5 Standards for Bibliographic Interchange and Communication ISO 2709, Z39.50 and Z39.71

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom Lecture and discussion, Displaying of

Videos on Cataloguing, Practical session of Cataloguing, Working in Classification and Cataloguing department of library during Library hours, Question and Answer, Group Discussion etc.

### **Suggested Assessments**

Poster presentation, Assignments, Surprise test, Peer assessment,

### **Learning Outcome**

1. Understand the role of Classification and Cataloguing for retrieving library materials.
2. Know the fundamentals, various concepts, theories and principles in Classification and Cataloguing.
3. Familiarize with the concept of subject cataloguing.
4. Introduction to various standards in cataloguing.

### **References:**

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3. Krishan, Kumar. Theory of Classification. 4th rev. ed. Delhi: Vikas Pub. House, 1998.
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27. Vishwanathan, C.G. Cataloguing: Theory and Practice. Edn.4 New Delhi, Today and Tomorrow, 1980

## **ML - C12: Information Storage & Retrieval**

### **Aim:**

**The aim of the paper is to introduce concepts in information storage and retrieval.**

### **Objectives:**

- 1. To introduce the concept of ISR including indexing languages, vocabulary control, search strategies etc.**

## **2. To familiarize students with Information retrieval models and develop skills in designing thesaurus.**

### **Unit-1: Fundamental Concepts**

- 1.1 Information Retrieval System: Concept, Definition, Objectives, Types of Retrieval System, Components, Functions, Information Retrieval Process
- 1.2 Information Retrieval Tools – Bibliographic tools with example, Conceptual Analysis and Representation
- 1.3 Indexing: Role of Index in Information Retrieval, Pre & Post coordinate Indexing – Introduction

### **Unit-2: Content analysis and Representation**

- 2.1 Machine Indexing and Automatic Indexing: Concepts and word frequency and inverse document frequency calculation method (Introduction)
- 2.2 Indexing Languages: Concept and challenges.
- 2.3 Vocabulary Control- Concept, need and tools. Thesaurus: structure, role and function.
- 2.4 Natural Language Processing: Text mining: Concept, Definition, Usage, Tools and Techniques

### **Unit-3: Information Searching Strategies and Evaluation**

- 3.1 Search Strategy –Boolean operators and Venn Diagram etc. Proximity Search, Advance Search, Federated Search, Navigational Search
- 3.2 Evaluation of IR systems: Need and criteria with example of case study – Cranfield project, MEDLAR Evaluation.

### **Unit-4: Consolidation and Repackaging**

- 4.1 Consolidation and Repackaging of information Product: Concept and steps.
- 4.2 Practice and handling of (5) Five information product and report structure and organization.
- 4.3 Design & development of IR Thesaurus: Steps and Process.
- 4.4 Working on search strategies for various bibliographic databases and for general search engines like Google, Google Scholar.

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom discussion along with relevant videos, PPT Presentation, Indexing of some subject Practical.

### **Suggested Assessments**

Assignments, Peer assessment, PPT Presentation, Reflective note

### **Learning Outcome**

1. Understand use of indexing techniques, vocabulary control & search strategies for Information Storage & Retrieval.
2. Familiarize students with Information retrieval models and develop skills in designing thesaurus.
3. Introduce Consolidation & Repackaging of Information into Information Products.

### **References**

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### **ML-C13 ML - C21: Information and Communication Technology Applications in LIS Theory**

**Aim:** The purpose of this paper is to provide knowledge about the ICT and its applicability in libraries and information centers.

#### **Objectives:**

- 1. To introduce concepts such as networks, their types and uses in libraries, digital library**
- 2. To familiarize students with library software and their evaluation**
- 3. To develop skills to plan and implement library automation**

#### **Unit-1: Library Automation**

1.1 Library Automation: Planning and Implementation

1.2 Library Automation Software – In house developed or Market based (Proprietary), Open Source Library Automation Software, Web based Library Management Software,

#### **Unit-2: Internet and Web Technologies**

2.1 Internet: advanced features, HTML basics, Internet protocols and security

2.2 Web 2.0 & Web 3.0 Features and Functions,

2.3 Library websites, Library Portals, Web Directories, Subject Gateways etc.

2.4 Implication of WWW on Library Websites, Web OPACs,

2.5 Weblogs (blogs), Podcasts, Instant Messaging, RSS feeds, Wikis etc.

#### **Unit-3: Multimedia, Digital Libraries and Institutional Repositories**

3.1 Digital Libraries: - Genesis, definition, objectives & scope, Digitization processes: input capture devices, image editing software & OCR



3.2 File formats: image formats, audio formats, storage media formats, Multimedia Applications in Libraries

3.3 Institutional Repositories: Greenstone Digital Library, D Space, E prints and others

#### **Unit-4: E security and emerging latest Technologies**

4.1 Application of Barcode, RFID and QR CODE

4.2 E-security: Concept, Security in cyberspace, Need, and information security measures for the library.

4.4 Cloud Computing: Concept and usage

4.5 Artificial Intelligence and Libraries: Natural Language Processing and Text Analysis (Introduction)

#### **Suggested Pedagogy**

Pre-reading material for self-study, Practical and Hands on Training, Classroom discussion along with relevant videos, PPT Presentation.

#### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment

#### **Learning Outcome**

1. Development of skills in planning and implementation of library automation.
2. Familiarize with the features of Web 2.0 & 3.0 & its application in libraries.
3. Study of digital library, use of e-documents & current trends in the use of ICT.
4. Provide thorough understanding of e-security.

#### **References**

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#### **ML- C14 Information and Communication Technology Applications in LIS Practical**

##### **Aim:**

**The purpose of this paper is provide knowledge about the ICT and its importance in organization and services of library and information centers**

##### **Objectives:**

- 1. To provide students with hands-on-experience of various tools of Information Technology and their practical application.**

**2. To develop skills of using social media format for library.**

**3. To develop the skills of creating electronic content and its digital preservation and access.**

### **Unit-1: Application of IT in Academic writing**

1.1 Drawing a diagram with the help of drawio

1.2 Inserting a Column Chart of data in Excel

1.3 Basic use of Mendeley Software.

1.4 Online Plagiarism Checking Practice

### **Unit-2: Use of Social Media in Library - Youtube**

2.1 Youtube Channel Creation

2.2 Making of youtube thumbnail,

2.3 Youtube video Uploading and Youtube live

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Practical session of IT Lab, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, Project on Database Creation etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment

### **Learning Outcome**

1. Familiarize with various softwares and its application in academic writings.
2. Able to use social media for promotion of library products and services.

### **ML- RP Research Project-Dissertation - Part -1**

#### **Objective:**

- 1. To familiarize with scientific research methodology**
- 2. To develop a scientific approach among the students.**
- 3. To encourage the students to apply research skills to solve the practical problems using research methods, techniques and tools.**

1. Identification of research problem & finalizing dissertation title

2. Preparing research proposal
3. Literature review
4. Finalizing Research Tool

## **ML-ET A: Laws and Legislations related to libraries**

### **Aim of this paper:**

**To familiarize the students with the philosophy of Librarianship, Laws of Library Science and their implications and importance of service aspect.**

### **Objectives:**

- 1. To introduce the students to Library Legislation in India & Maharashtra in particular.**
- 2. To introduce various Acts related to libraries.**

### **Unit - 1 : Library movement development**

- 1.1 UNESCO's Public Library manifesto
- 1.2 Role of IFLA, UNESCO, RRRLF, ILA and National Library

### **Unit 2: Legislations related to Libraries**

- 2.1 Library Legislation: Need and Features
- 2.2 Library Legislation in Indian States
- 2.3 Library Legislation in India with special reference to Maharashtra Public Library Act 1967 (Salient feature)

### **Unit 3: Acts related to Libraries**

- 3.1 The Press and Registration of Books Act 1867
- 3.2 The Delivery of Books and Newspaper Act 1954
- 3.3 Right to Information Act 2005(latest amendments)
- 3.4 Information Technology Act 2000 (latest amendments)
- 3.5 Intellectual Property Rights and Indian Copyright Act 1957 (latest amendments)

### **Unit 4: Commission, Committees, National Education Policies and role of Libraries**

- 4.1 Radhakrishnan Commission (1948–1949)

4.2 Kothari Commission (1964-1966)

4.3 Advisory Committee for Libraries (1957) Sinha Committee

4.4 Knowledge commission (2005)

4.5 Library Committee (1957) Ranganathan Committee Review Committee on Library Science Education (1965)

4.6 National Policy on Library and Information System (1986)

4.7 National Mission on Libraries (2012)

4.8 The National Policy on Education (1986) and NEP 2020

### **Suggested Pedagogy**

Pre-reading material for self-study, Classroom discussion along with relevant videos, Expert talk on Maharashtra MPLA 1967, Group discussion, Library Visit.

### **Suggested Assessments**

Assignments, Small Project on different libraries, Peer assessment, PPT Presentation, Reflective note

### **Learning Outcome**

Know laws, legislation, committees and commissions related to libraries.

### **References**

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## **ML-ET B: Reader's Advisory Service**

### **Aim:**

### **To understand the theory of RAS**

### **Objectives:**

1. To educate students about historical background of RAS
2. To highlight the value of leisure reading
3. To familiarize students with the various types of leisure reading materials and their characteristics
4. To impart skills in conducting RA interviews
5. To educate students about the tools useful for RAS
6. To train students in writing effective annotations of leisure reading material
7. To provide training for conducting booktalks

### **Learning Outcomes:**

After studying this paper, students shall be able to:

1. Explain the value of reading
2. Understand features of various types of reading material
3. Compile tools for readers' advisory service
4. Provide readers' advisory service

## **Unit 1: Reading**

1.1 Reading – meaning, process, advantages

1.2 Read-aloud- meaning, process, advantages, types of reading material to be read-Aloud - Sustained silent reading- meaning, process, advantages

1.3 Different types of users and role of leisure reading in their life

## **Unit 2 Readers advisory service: meaning, need, history**

2.1 Readers advisory service and reference service

2.2 Readers advisory service in different types of libraries (public, school, college, university)

2.3 Tools for reader's advisory service: Print sources:

2.4 Bibliographies, reading lists, annotated lists of books, books about books; Technology based tools (websites e.g. Goodreads; database e.g. Novelist)

2.5 Bibliotherapy: meaning, history, process, advantages

### **Unit 3: Readers' Advisory Service Interview and annotation writing:**

3.1 Meaning, need, procedure

3.2 Writing Annotations: Need, method/procedure

### **Unit 4: Types of reading resources (genres) and their features**

4.1 Fiction (genre literature- definition, types: mystery, science fiction, romance, western and more), nonfiction (self-help, biography and history, etc.),)

4.2 Non-fiction for leisure reading

4.3 Appeal Factors

### **Suggested Pedagogy:**

Lectures, discussions, debates, brainstorming sessions, case studies, demonstrations, practicals, internship.

### **Suggested Assessments:**

Written and practical examinations, problem-solving exercises, seminar presentations, assignments, tutorials, oral examination, project reports based viva-voce, quiz, open-book tests.

### **References:**

1. Burgin, Robert, editor. *Nonfiction Readers' Advisory*. Westport, CT: Libraries Unlimited, 2004. (Background, practice, issues).
2. Herald, Diana Tixier. Edited by Wayne A. Wiegand. *Genreflecting: A Guide to Popular Reading Interests*. Westport, CT: Libraries Unlimited, 2006. (genre fiction).
3. Jessica E. Moyer and KaiteMediatore Stover, (eds.) *The Readers' Advisory Handbook*, Chicago: ALA, 2010
4. Kenneth D. Shearer, and Robert Burgin (eds). *The Readers' Advisor's Companion*, Englewood, Colo: Libraries Unlimited, 2001.

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  9. Saricks, Joyce G. *Readers' Advisory Service in the Public Library*. 3rd Chicago: American Library Association
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## **SEMESTER TWO**

### **ML-C 21: Management of Libraries and Information Centres**

**Aim:** The intention of this paper is to inculcate managerial skills in the students

**Objectives:**

- 1. To introduce students with the concept, history, approaches and functions of management**
- 2. To familiarize students with the concept of Change Management, TQM, and Marketing of library and information services.**

### **Unit 1: Management & its functions**

1.1 History of Management, Schools of thought, Styles & Approaches to management

1.2 Planning: definition, need, principles

1.2.1 Management by Objectives (MBO): concept, objectives, steps, benefits

1.2.2 Risk Management- definition, areas of risk, strategies for managing risks, implications for LICs

1.2.3 Contingency Management- concept, need, application in LICs

1.2.4 Disaster Management- concept, need, Methods and Techniques of Disaster Management for LICs

1.2.5 Technology Management- concept, impact of technology on LICs



- 1.3 Organization: meaning, structure, delegation of authority, types of organization structure, committees: concept, types: Task force, Matrix Organizational Structure, Quality Circles, Self-Managing Teams, Organizational Communication: concept, types, flow of communication in organization, managing conflict

## **Unit 2: Human Resource Management**

- 2.1 Human Resource Management: concept, need, job analysis, job description, job evaluation, recruitment & hiring procedures, Training and Development, Discipline & Grievances
- 2.2 Performance Appraisal: concept, need, methods, problems
- 2.3 Motivation theories
- 2.4 Leadership styles & theories

## **Unit 3: System Management & Design**

- 3.1 Study of library as a system, systems analysis & design
- 3.2 Project Management- - SWOT/SWOC, PEST, PERT / CPM( concept, steps, benefits), DFD: concept, need
- 3.3 Management Information Systems- definition, need, characteristics, benefits, problems, MIS for Library and Information managers
- 3.4 Performance Management- concept, performance measurement in LICs, its importance, time & motion study
- 3.5 Performance Evaluation of libraries- concept, purpose, objectives, methods, techniques

## **Unit 4: Change Management, Total Quality Management, Marketing of Library and Information Services**

- 4.1 Management of Change: concept, awareness of changes and nature of changes in LICs, planning & implementation of change in libraries, overcoming problems of managing change
- 4.2 Re-engineering: concept, need, principles, methods, benefits, role of librarian in reengineering of library
- 4.3 Total Quality Management: Total Quality Management (TQM) – Concept & definition of TQM, elements, characteristics, pillars, steps, benefits, barriers, importance & implementation of TQM in LICs
- 4.4 Marketing of Library and Information Services- – Plan, Research, Strategies, Mix, Segmentation, Pricing and Advertising
- 4.5 Five S- concept, need, implementation of 5S in LICs
- 4.6 Knowledge Management: Definition, objectives, methods, tools

## **Suggested Pedagogy**

Pre-reading material for self-study, Practical and Hands on Training, Classroom discussion along with relevant videos, PPT Presentation. Suggested Assessments, PPT Presentation, Assignments, Peer assessment,

## **Learning Outcome**

1. Study the functions of management & their application to librarianship.
2. Familiarize students with the concept of System Analysis, Management of Change TQM & Marketing of LIS services.

## **References:**

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33. Wadhawa, R. K. Management Information System and Corporate Communications. New Delhi: Kanishka Publishers, 1998.
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## **ML- C- 22 Web Content Management- Theory**

### **Aim:**

**To impart the advanced and practical knowledge of Web Content Management tools and systems.**

### **Objectives:**

- 1. Introduce students to the three most popular open source content management systems (WCMS) in use on the web today, including WordPress, Drupal, and Joomla.**
- 2. Understand the difference between a WCMS website, a static website, and websites using other server-side technologies.**
- 3. Understand the benefits of working with a server-side database and the power it brings to creating and managing websites.**

### **Unit -1 Digital Content in Library**

- 1.1 Digital Content - Concept and Definition, advantages, limitations and features.
- 1.2 Types of Content with examples
- 1.3 Need and importance of digital content in libraries- Brief History and Background of Digital Content in Library.
- 1.4 Digital Content Creation

### **Unit - 2 Web Content Management**

- 2.1 Web Content Management - Website and Content Management, concept, definition, objectives, need and benefits- With WCM and Without WCM
- 2.2 Evolution of Website and Web Content Management
- 2.3 Lifecycle of WCM - Components of WCM, Headless CMS, CDA and CMA
- 2.4 Application of Content Management in Libraries

### **Unit -3 Web development and management**

### 3.1 Steps in Web development

3.2 Website designing and development - Website strategy and planning, site mapping, content planning, web hosting

3.2 Role of Librarians in Library Website development.

## **Unit - 4 Web Content Management System - Software**

4.1 Web Content Management System - different CMS - Drupal, Joomla, Wordpress- Difference.

4.2 Selection of WCMS for a library.

4.3 Wordpress- The features and functionality Architecture, Modules, themes, Installation and Configuration Plug-ins and themes Best Practices.

### **References:**

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## **ML- C- 23 Web Content Management- Practical**

### **Aim:**

**To impart the advanced and practical knowledge of Web Content Management tools and systems. This course has been designed to develop the understanding between a WCMS website, a static website, and websites using other server-side technologies.**

### **Objectives:**

- 1. To give a student practical knowledge about the currently most used web content management environments i.e. Wordpress**

### **Unit-1 Introduction to Website**

- 1.1 Study of various Library Website
- 1.2 Introduction to dynamic web pages and development tools for dynamic content.
- 1.3 Introduction to Content Management Systems.

### **Unit - 2 Exploration of Wordpress power**

- 2.1 Study of Homepage of WordPress Site.
- 2.2 Downloading and Installing a Content Management System (Wordpress)

### **Unit - 3 Working with Wordpress**

- 3.1 Administration elements of a Wordpress - WCM
- 3.2 Basic elements: pages, menus and navigation
- 3.3 Incorporate components, modules, plug-ins

### **Unit - 4 Authoring content**

- 4.1 Use of ready Templates
- 4.2 Design and create a Library website
- 4.3 Creating a Custom Site

### **Suggested Pedagogy**

Practical session of IT Lab, Hands on Practice, Working on different website of libraries during Library hours, Question and Answer, Group Discussion, etc

## **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment

## **Learning Outcome**

1. Familiarize with Web Content Management softwares and its application in library management.
2. Able to use WCM software for promotion of library products and services.

## **References**

1. <https://make.wordpress.org/support/user-manual/>
2. <https://easywpguide.com/wordpress-manual/>

## **ML - RP- Dissertation - Part - 2**

### **Objective:**

1. To familiarize with scientific research methodology
2. To develop a scientific approach among the students.
3. To encourage the students to apply research skills to solve the practical problems using research methods, techniques and tools.
  1. Data Collection
  2. Data analysis & interpretation
  3. Writing of dissertation

## **ML - ET A. Information and their use in Social Sciences**

### **Aim:**

**To understand the meaning of user study**

### **Objective:**

**To study the different sources, services, products and centres in Social Sciences**

## **Unit 1 – The Development of Social Sciences as subject**

- 1.1 Scope of the Discipline, Brief Historical Review
- 1.2 Research Trends in Social Sciences

## **Unit 2 – Users and their information needs in Social Sciences**

- 2.1 Information Needs of the Users
- 2.2 User Studies, Meaning, Importance, Types
- 2.3 Planning and conducting of User Surveys
- 2.4 Actual methods of services to users

## **Unit 3 Information Sources and Evaluation**

- 3.1 Primary, Secondary and Tertiary Resources in the Discipline
- 3.2 Evaluation and Evaluation Criteria for Evaluation of these resources
- 3.3 Print and Electronic Resources in the Discipline

## **Unit 4 Databases and Internet Resources and Services**

- 4.1 Databases in the Discipline – Networked and Distributed Databases
- 4.2 Consortia in the Discipline and Subject Gateways
- 4.3 Internet Resources and Services in the Discipline
- 4.4 Review of Institutes and Professional Organizations that take care of growth and development of the Resources (Both Print and Electronic in the field of Social Sciences)

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, etc

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

- 1. Comprehend structure and development of Social Sciences.
- 2. Explore various disciplines in the field of Social Sciences.
- 3. Understand information sources, services and systems of Social Sciences
- 4. Highlight the role of available databases in these fields.

### **References:**

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7. Krishnakumar: Reference Service, Ed.3. New Delhi, Vikas, 1992.
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9. Rao, LK.R. Electronic Sources of Information. DRTC Annual Seminar, Bangalore, 2000.

## **ML - ET B. Information Users & Needs**

### **Aim:**

**To understand the concept of user and their needs**

### **Objectives:**

1. To know the meaning of user, User characteristics, Categories of information users,
2. To understand the Information use and its problems
3. To identify the information seeking behavior and information needs of different categories of users.

## **Unit 1: Information Users**

- 1.1 Identification of Users
- 1.2 Concept of Need, Want, Demand & Requirement
- 1.3 Users Categories: Planners, Policy Makers, Managers, R&D Personnel, People at Grass Root.
- 1.4 Information Seeking Behavior of Different User Groups

## **Unit 2: Use of Information**

- 2.1 Use of Information in Management activities
- 2.2 Use of Information in Decision Making

2.3 Use of Information in R & D

2.4 Role of Information in Raising the Standards & Quality of Life

2.5 Technology Innovation & Technology Transfer

### **Unit 3: User Studies**

3.1 Scope and Content of User Studies

3.2 Studies by Types of Libraries: Different User Groups, Different Disciplines

3.3 Critical Review of Some Large Scale User Studies.

3.4 User Education: Concept & Importance of User Education

3.5 Methods of User Education

### **Unit 4: Methodology of User Studies**

4.1 Qualitative & Quantitative Paradigm

4.2 Data Collection Methods

4.3 Other Specific Technique – Scenario Analysis, Interaction Analysis, Delphi Method and Repertory Grids

4.4 Evaluation of User Survey

### **Suggested Pedagogy**

Classroom Lecture and discussion, Pre-reading material for self-study, Working in different sections of the library during Library hours, Question and Answer, Group Discussion, Project on Database Creation, Short project on Data Collection etc.

### **Suggested Assessments**

PPT Presentation, Assignments, Peer assessment,

### **Learning Outcome**

1. Familiarize with the concept of user and its categories.
2. Understand the use of information in various fields.
3. Understand the need of user studies to provide effective information services.

### **References**

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In: International Conference on Scientific Information: Vol.1. Washington: NRC, 1959, pp.77-95.
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